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AUTHOR Chitayat, Deanna; Berens, Gloria
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ABSTRACT

Motivation Advance Process (MAP) is a small group process designed to increase achievement motivation through emphasizing the strengths and assets of each individual. The process requires skilled leadership to guide the participants towards a new and positive view of their lives. The purpose of this manual is to provide counselors with both leadership training in MAP and an understanding of the program's rationale. The MAP program was developed by behavioral scientists, psychologists and educators at the Stone Foundation in Chicago in the 1960's. These professionals were concerned with influence of negative feedback and criticism on self-concept development and the consequent effect on achievement in contemporary American society. The underlying hypothesis was that most people used only a fraction of their potential in their daily lives. It was felt that untapped inner resources could be liberated through enhancing people's positive feelings about themselves. The program, directed toward non-patient populations ("healthy" or "normal" groups), was first implemented with college students. In recent years, it has been used with a wide variety of groups, including management personnel, housewives, the elderly, school administrators, and student teachers. Research findings have shown it to be an effective method for improving self-concept. (Author/JL)

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the motivation advance process

leader's guide

by
Deanna Chitayat, Ph.D.
and
Gloria Berens, Ph.D.

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Some Basic Information for Workshop Directors

- Time:** Participation in the MAP program requires a minimum of 8 hours. It is likely that leadership training, because it involves both participation and discussion of the process, will require 10 to 12 hours.
- Materials:** The program requires three large sheets of newsprint paper for each participant, felt tip pens, self-stick labels (10 x the number of participants per group squared, i.e., five participants will need a total of 250 labels) and masking tape. In addition, leadership training requires that each person in the audience has his/her own manual. Manual should be given to each counselor at the beginning of the videotape presentation.
- Structure:** The ideal group arrangement is five participants and a leader; however, the program can be effective with as many as seven or eight in a group.
- Videotape:** The workshop uses the videotape in short segments. One person should be responsible for stopping and starting the tape as needed.
- Facilities:** You will need a large room with tables for writing.
- Equipment:** Tapes are available in 1/2" and 3/4" cassette (color or black and white). Playback equipment must be EIAJ-1 standard.

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INTRODUCTION

During FY '75 and FY '76 the New York State Education Department, under a Vocational Education Act grant, funded a pre-admission counseling program for mature women. The *New Occupational Student: Mature Adult Woman* program (NOSMAW, also known as *Women in a Changing World*) was very successful in encouraging mature women to explore their educational options. Over 70% of those who completed the program applied for admission to the Community College. In evaluating this program, Chitayat and Hymer (1976) report that the most effective component of the NOSMAW program was the Motivation Advance Process (MAP).

MAP is a small group process which is designed to increase achievement motivation through emphasizing the strengths and assets of each individual. The process requires skilled leadership in order to guide the participants towards a new and positive view of their lives. The purpose of this manual and accompanying videotape is to provide counselors with both leadership training in MAP and an understanding of the program's rationale.

The Motivation Advance Process program was developed by behavioral scientists, psychologists and educators at the Stone Foundation in Chicago in the 1960's. These professionals were concerned with the influence of negative feedback and criticism on self-concept development and the consequent effect on achievement in contemporary American society. The underlying hypothesis was that most people used only a fraction of their potential in their daily lives. It was felt that untapped inner resources could be liberated through enhancing their positive feeling about themselves.

The program, directed toward non-patient populations, i.e., "healthy" or "normal" groups, was first implemented with college students. In recent years, it has been used with a wide variety of groups including management personnel, housewives, the elderly, school administrators and student teachers, among others. Research findings have shown it to be an effective method for improving self-concept (Feigelson, 1974; Sheldon, 1974).

The theoretical underpinnings of the program stem from several orientations. Concepts from self-concept theory and the phenomenological viewpoint provide one dimension of the theoretical framework. The basic position (Rogers, 1951) sees man actively making conscious choices and adjusting his behavior in keeping with his perceptual field.

Hamachek (1971), in discussing the consequences of a negative self-image and the self-fulfilling prophecy, wrote: "The very process of beginning with a negative self-attitude usually guarantees that it will bring back to the person evidence that he really cannot do what he thought he couldn't do in the first place (Hamachek, 1971, p.42). Thus, MAP's focus on positive aspects of oneself and one's feelings of "I can do" fosters attitudes that are more likely to lead to successful accomplishments.

Ideas developed by Mead (1934) and Sullivan (1953), which emphasized the role of interaction with significant others in shaping the self-concept, provide another dimension of MAP's theoretical foundation.

This aspect of self-concept theory underscores the importance of the group leader's function as well as the significance of group interactions. Mead (1934) indicated that the process of taking the particular viewpoint of the other person towards oneself becomes the basic source from which self-concepts are formed. Sullivan (1953) points out that we appraise ourselves as we are appraised by the significant people around us. To the extent that the MAP leader becomes established as a "significant other" who enables participants to see themselves and their experiences through positive eyes, the program provides opportunities for the enhancement of self-concept. The group as the "generalized other" (Mead, 1934) reinforces these favorable perceptions of self.

Propositions set forth by Carkhuff (1969) and based on Rogerian concepts provide further theoretical input concerning the leader's role. Carkhuff postulated that certain interpersonal "core" conditions, among which were empathy, warmth, acceptance and respect, facilitated human growth and development. To the extent that the behavior of the leader provides optimal levels of these facilitative conditions, the leader establishes a climate which promotes new understandings.

Finally, Maslow's assumption that man has an innate desire to change and develop toward a state of self-fulfillment as a human being is basic to this program; this premise provides the cornerstone of the human potential movement to which the MAP is committed.

CHAPTER I — MANUAL

The Motivation Advance Process Training Tape and Manual is designed to aid the counselor in helping small groups of people become more self-directed and self-confident. The Motivation Advance Process (MAP) is especially effective in helping those people who are about to encounter new and challenging circumstances for which they feel unprepared. The process has been used successfully with mature women who were considering applying for college; freshman orientation; management personnel; etc. It is a useful program for the handicapped, retirees, veterans and high-school students.

The Motivation Advance Process Counselor Training Tape and Manual is designed as an experiential learning device. The audience is therefore expected to function as participant observers. The tape and this manual will provide instruction for the audience's activities. The anticipated outcome of audience participation is that each person will be able to effectively lead a group in the MAP.

What is the Motivation Advance Process:

The program is designed to help people discover capacities, strengths and abilities of which they may not be aware or using fully. The MAP focuses on forces within each individual which strive for growth and self-actualization. The participant is encouraged by the leader and the group to focus on the satisfying, successful and constructive aspects of self. MAP assumes that personal growth can occur without exploring the negative past. This videotape and manual describe three phases of the program: Sharing, Successes and Strengths.

LEADERSHIP TRAINING FORMAT:

The format for leadership training in each of the three phases is as follows:

VIEW VIDEOTAPE SEGMENT

READ SELECTED PAGES IN THE MANUAL

ENGAGE IN STRUCTURED GROUP ACTIVITY

RETURN TO VIDEOTAPE

In general, you will observe a group activity *before* you are directed to participate in a similar activity. Although the tendency is to want to be involved in the group experience, we have found that a careful reading of the manual is essential to the optimal learning of the program. The complete training program will take 10-12 hours.

Participant Observer Role: Participants in this leadership training program have dual roles: as participants engaging in a group experience, and as observers of the leader's role. We have often found that during the initial exposure to the videotape most of the participant's energy and attention is directed towards the group experience. We suggest that after you complete the group activities you rerun the videotape for an uninterrupted viewing (approximately 50 minutes).

Before Proceeding with the Tape:

1. The person responsible for the videotape presentation should have on hand enough manuals and materials (see page i).
2. The audience should arrange themselves into equal size groups of 5-8. (Close friends should be in separate groups.)
3. Each group should select a leader. (The group leader's function during leadership training is simply to collect the materials for the program as they are needed and to initiate the activity as directed in the manual (no materials will be needed until Phase II of the program).]
4. Each participant should have a manual throughout the training process.

When you have completed Steps 1-4, *RETURN TO THE VIDEOTAPE*.

PHASE I — SHARING

Sharing Positive Forces

Time: Approximately 10 minutes/person

Materials: None

The purpose of the sharing phase is to provide a simple structure to enable strangers to get acquainted. The open supportive ambience created here sets the stage for future activities.

- The leader asks each member in turn to discuss positive forces, e.g., persons, events, that have affected one's life.
- The leader functions as a model by beginning the process.
- The leader may reveal: (a) positive forces (events and people); (b) initial vulnerabilities and the forces that helped overcome them; (c) negative experiences that left the leader with strength.
- The leader allows each member in turn to talk at length.
- The leader directs the participants to focus on positive outcomes. For example, the leader may ask, "What positive effect did that experience have on you?" "How did that help you?"
- The leader gently intervenes to discourage criticism (overt or covert) of one-self or of others.

We assume that several groups of leadership trainees will be viewing the videotape at the same time. You may find that different groups proceed at different rates through these activities. Because it is necessary for the entire audience to view the videotape simultaneously, a group that lags behind prevents the other groups from proceeding with the next activity. It is therefore important that groups attempt to confine themselves to the 10 minutes per person time allotment. This restriction applies only to leadership training. During the ordinary course of leading the program, leaders are free to extend the time as needed.

After each member of the group shares positive forces, *RETURN TO THE VIDEOTAPE.*

PHASE I — SHARING

Sharing a Wish, Telegram and Joyous Experience

Time: Approximately 5 minutes/person

Materials: None

The *Wish, Telegram and Joyous Experience* is a continuation of the sharing phase. The procedure is another method whereby an individual makes known to the group personal values and interests.

- The leader asks the group members (one at a time) to describe a *wish*, a *telegram* they would like to receive, and to recall a *joyous experience*.
- The leader functions as a model by beginning the process.
- The leader attempts to avoid superficiality by relating affective material.

When each member has shared a wish, telegram and joyous experience, *RETURN TO THE VIDEOTAPE.*

PHASE II - SUCCESS

The Success Chart

Time: Approximately one hour

Materials: 1-2 large pieces of newsprint paper/person
felt tip pens and masking tape

The chart below is a sample of the format to be copied onto large sheets of newsprint paper.

The activity of preparing a success chart is designed to assist the participant in identifying successes. Sometimes participants feel as if they had no successes worth recording. The leader should encourage the person to include any experience that evoked good feelings about the self. In order to facilitate the process the person begins writing success experiences at any point on the chart. For example, the person might wish to begin with the most recent successes.

Sample Chart Format

(Mary's) Success Chart

Age	Success Experience	Reasons why I consider the experience a success
1-15	1.	1.
	2.	2.
	3.	3.
16-30	1.	1.
	2.	2.
	3.	3.
30+	1.	1.
	2.	2.
	3.	3.

Most Successful Experience:

Least Successful Experience:

Age: The chart should be divided into three approximately equal age groupings, e.g., for a thirty year old: 1-10, 11-20, 21 +.

The Success Experience:

The *Success Experience* is generally a simple statement of a specific instance that evoked good feelings within the self. This event can be as grand as winning an award, or as seemingly trivial as obtaining a driver's license. Remember that although the event may appear to be trivial, the reasons the person has chosen to include this event are never trivial and always important.

Some people find it difficult to begin or complete the chart. They may be unable to think of any success experiences without some verbal reassurance. The leader might say, "I don't accept your belief that you have had no success experiences. There had to have been events in your life that made you feel good, successful, worthy." The leader suggests, without saying it directly, "There are positive experiences in your life that I (as the significant other) and the group can recognize and support."

The Reasons the Experience Represents Success for the Participant:

In the *Reasons* portion of the chart, the person should try to verbalize the underlying personal meaning of the success experience.

In writing the success chart the person is instructed to be as specific as possible. The analysis of the chart is dependent on the person providing a clear statement as to why a certain event is considered important—for example, a person might write: "I learned to ice skate," and provide as a reason, "It made me happy." "It made me happy" or any equivalent statement is never acceptable for the *Reason* portion of the chart. Some probing could reveal a number of needs that ice skating fulfilled.

What needs do you imagine could possibly be fulfilled by the success experience: "I learned to ice skate". _____

We have found that apparently simple statements such as "I learned to ice skate" or "I got a driver's license" fulfill different needs for different people or may fulfill a variety of needs for a particular individual. Our imaginary participant might supply one or many of the following explanations of her success experience with ice skating:

- When I learned to ice skate I was able to be part of the crowd.
- I had polio and the doctors said that I would never be able to do anything athletic again. When I learned to ice skate I showed everyone they were wrong.
- Ice skating made me feel free—free as the wind.
- I had always admired ice skating and I felt a sense of accomplishment when I was able to achieve balance and grace on skates.
- My best friend and I were always competing with each other—but he was able to skate and I couldn't. When I learned to skate I could race him and eventually I won.
- When I learned to skate my parents were very proud of me and praised my efforts.
- When I skated, people standing at the sides watched my performance. Once, they started clapping.

Those are but a few of the many reasons a person could give for a particular success experience. It is the responsibility of the leader to observe the participant as she/he is preparing the chart and ask appropriate questions when the *Reason* section appears to be unclear.

Ordinarily, the function of the leader during the chart writing exercise is to assist the participant in focusing on the underlying reasons for the success experience. However, during leadership training, your elected leader is also a participant and is generally busy preparing a success chart. Therefore, during leadership training only, the leader will not conduct the inquiry.

The type of chart we have in mind takes at least an hour to complete. However, when you have completed 3 or 4 success experiences and reasons (or about twenty minutes after you begin, whichever comes first), *RETURN TO THE VIDEOTAPE.*

PHASE II - SUCCESS

Pattern Analysis

Time: Approximately 30 minutes per group member. Leadership Training will require an additional hour for the group.

Materials: Sheet of newsprint paper, felt tip pens, masking tape

The underlying assumption in analyzing the success chart is that there is a consistency (a pattern) throughout the person's life in the kinds of experiences that evoke a feeling of success. Each person's success chart is examined by the group and the leader in order to determine these patterns. Essentially, the group is aiding each participant in defining areas of satisfaction that hitherto may have been amorphous. In the process of going from "I - felt - successssful - when - I - learned - to - ice - skate - because - it - made - me - happy," to "I - feel - successful - when - I - achieve - something - difficult," the person has learned to clarify and define the areas of satisfaction which can presumably be pursued.

In addition to defining areas of satisfaction, the group process of *Pattern Analysis* provides peer support and affirmation for the participant's life endeavors and successes. Good feelings are evoked and strong bonds develop among the participants. A frequent statement following the Pattern Analysis has been, "I didn't realize I had done so much".

Below is Iris' success chart. After reading her chart *RETURN TO THE VIDEOTAPE* for a sample of how the group analyzes her patterns.

IRIS' SUCCESS CHART

AGE	SUCCESS EXPERIENCE	REASONS WHY THIS IS CONSIDERED A SUCCESS
1-10	1. Turning my 78RPM record player into a 45 speed 2. Learning about all kinds of people through books 3. Acting in a play at camp	1. I got satisfaction out of using my ingenuity. Gave me confidence. Saw challenge and met it. 2. I was afraid of people. After I read saw that I wasn't so different from other people—felt less isolated—more secure. 3. Felt confident—I was scared, gained recognition, conquered it. Having my acting ability applauded. Challenge which I met successfully.
11-20	1. Giving my graduation speech H.S. and winning various awards. e.g., sportsman, science, etc. 2. Making many good friends who liked me for what I was (Prep School) 3. Getting married	1. Giving a successful speech. My father and sister were there, gave me self-confidence. Challenge—which I met. People respected my intelligence and I was very proud. 2. Made me feel secure that I was a likeable person, able to relate and live with others (especially away from home). Could stand on my own two feet. 3. Made me feel loved, desirable, secure, able to share, plan with someone for the future.
21-31	1. Having my two children 2. Taking an oil painting class with my friend at the H.S. 3. Working for the Volunteer Ambulance	1. I wanted kids more than anything. If it wasn't for my diagnosing the problem I'd still be waiting. (Having my own family) 2. Forced myself to overcome a block involving something I love very much—acknowledging my ability. 3. I enjoy participating and the knowledge that if someone becomes seriously ill I can help them.

Most Successful: High School Graduation—pinacle of my success.

Least Successful: Invention not patented—Holding my kids too close.

AFTER READING IRIS' CHART, RETURN TO THE VIDEOTAPE

Pattern Analysis of Iris' Success Chart

IRIS' SUCCESS PATTERNS

Iris feels successful when she:

1. Is able to express the originality and the creativity within her, e.g., record player transformation, acting in play, painting, chart.
2. Faces a challenging situation and meets it adequately, e.g., record player, acting in camp, diagnosing problem of infertility, H.S. speech, oil painting class.
3. Feels that others like and accept her just as she is, e.g., prep school, husband.
4. Feels that others respect her for what she does, e.g., acting, graduation speech, doctor's respect, oil painting course, ambulance corps.
5. Experiences herself related to and identified with other people, e.g., learning through reading, prep school, ambulance work.
6. Feels close to nature and all living things.
7. Is able to give of herself emotionally and in other ways, e.g., ambulance work, prep school, husband and children.
8. Achieves at high levels which others can't reach, e.g., art school, H.S. speech, H.S. work.

"Success to me is creating something new and being happy."

After reviewing Iris' Pattern Analysis, your group should attempt to prepare a pattern analysis for Sheila's chart. Remember to include evidence for each pattern. Sheila's success chart (pg. 14) and a blank Success Pattern Chart (pg. 15) follow below. When your group has completed determining Sheila's success patterns, *RETURN TO THE VIDEOTAPE* for feedback.

SHEILA'S SUCCESS CHART

AGE	SUCCESS EXPERIENCE	REASONS WHY THIS IS CONSIDERED A SUCCESS
0-12	1. I remember kindergarten and the happiness I had with other children. 2. Baby-sitting for 2 children after school. 3. I made a dress for myself.	1. I was able to leave my mother for a few hours every day. It was a new world opening up for me. It made me feel independent, not so babyish. 2. I felt grownup and the money I earned was mine to do as I wished. This made me feel independent also. 3. Feeling of accomplishment and achievement. I was happy to wear it and wanted everyone who saw it to know I made it myself.
13-26	1. 8th grade graduation. 2. The birth of my first child. 3. I got my driver's license.	1. I was looking forward to high school and it made me feel grown up. I was going into a new environment and was beginning to think about my future. 2. I felt like a complete person. It was fulfilling and rewarding. I had become a Mother. I needed to belong and have a real close family. 3. My husband always felt I wasn't capable and I became very proud of myself. I knew I wouldn't have to rely on people as much to take me various places. I showed him I was becoming independent.
27 +	1. Toilet training my son. 2. I began working part time along with my motherhood duties. 3. Decided to separate from my husband. 4. I joined an amateur theater group.	1. As I look back, I realize it was a very difficult task. It was nice for both of us to leave the diaper stage. We had more freedom and he was proud of himself as I was. It was a great feeling of accomplishment. 2. It was rewarding because I proved to myself that I could do it all! If I push myself, I am capable of much more. I didn't think I could do all of that. 3. It took a great deal of courage and was a turning point in my life. It took a year to decide this. 4. I was very proud of myself—all the hard work and hours of rehearsals was worth it when the audience applauded after each performance. It is like getting love or winning a prize or receiving attention from everyone simultaneously.

Most Successful

Least Successful — My marriage unfortunately. I really want it to be more fulfilling.

SUCCESS PATTERN WORKSHEET

Sheila's Success Patterns

Sheila feels successful when she:

1.

e.g.

2.

e.g.

3.

e.g.

•

•

•

•

Write as many patterns as you can find. When your group has completed Sheila's Success Pattern Chart, *RETURN TO THE VIDEOTAPE* for feedback.

SHEILA'S SUCCESS PATTERNS

Sheila feels successful when she:

1. Experiences herself as independent, e.g., leaving mother at kindergarten, earning money as a babysitter, sewing dress, graduation, being able to drive, separation from husband.
2. Feels she's accomplished something very difficult, something she felt uncertain about, something she sees as a challenge, e.g., toilet training, driver's license, deciding to separate, theatre group.
3. Feels that she belongs, e.g., kindergarten group, having children and seeing the family as a group, theatre group.
4. Is in the limelight, e.g., making dress, theatre group, driver's license.
5. Sees herself growing, learning, fulfilling her potential, e.g., babysitting, H.S., kindergarten experience.
6. Gets recognition from others for her achievements, e.g., dress, driver's license.
7. Feels others need her and she is important in their lives.

"Success to me is finishing something I've started and having a happy feeling about it—live, love and laugh!"

When you have finished discussing Sheila's success patterns, your group will be ready to analyze success patterns for each member.

- Place one member's Success Chart on the wall.
- Place a blank sheet of newsprint next to it. Entitle it "(Mary's) Success Patterns." The sentence below this heading should read, "(Mary) feels successful when she..."
- The entire group reads the success chart taking notes on observed patterns. (If there is an opportunity to do so, the leader may examine the chart in advance.) If the chart is difficult to read, the writer reads the chart aloud.
- The leader verifies the pattern with the person whose chart is being analyzed.
- If the pattern is verified, the leader asks the group to provide evidence for the pattern from the Success Chart. The pattern and the evidence are written on the pattern chart by the leader.
- The patterns should be phrased in words that are as close as possible to the words the person has written on the Success Chart.
- The focal person may volunteer additional evidence to substantiate the pattern. This can be included in the pattern chart.
- When group members are satisfied that there are no additional patterns to be found, the group leader asks the focal person, "Is this what you're about or have we left out some important pattern?"
- In order for each counselor to obtain experience in this process, the leadership of the group should be rotated after each Success Chart is completed. Ordinarily, it is important that the leader remains a constant throughout the entire process. Leaders are therefore rotated only for leadership training.

After you have completed a pattern analysis for *one* group member, *RETURN TO VIDEOTAPE.*

Suggestions for Preparing a Pattern Analysis

In reviewing the success charts of a group of people you may find that there is a degree of similarity between them. For example, you may notice that many group participants feel successful when they achieve something. In preparing the pattern analysis the leader and the group explore, through dialogue with the focal person, the underlying reason for the experience of success. Begin with an open-ended question.

Sample questions:

1. Were there any other factors that entered into why learning to read was a success for you? (Wait for response. You may probe further but you must try to present the question in a non-threatening way: Did you get approval from anyone and did that enter into it? Do you think that you were concerned with your peers' opinion of you? Your classmates were also trying to learn to read—was it important for you to do as well or better than they?)
2. What was important to you about being a majorette in high school? (Related questions: Do you think that seeing yourself in a pretty majorette costume has anything to do with it? Do you think that the majorette's position in the limelight entered into it? Being part of the group—did that have anything to do with it?)
3. Why did building a house mean so much to you? (Do you think it had anything to do with the way other people saw you or esteemed you?)

Out of a lifetime of experiences, each person has chosen nine to include on the Success Chart. The implications are that these nine have a special meaning for the person. The dialogue will help reveal that although several group members may share a pattern, e.g., independence, each person will give this pattern a personal meaning and a different emphasis. The uniqueness of the individual should be reflected in the pattern chart. The following are patterns that have emerged for individual participants (we have not included the evidence).

(A description of needs upon which the patterns are based can be found in Murray's lists of needs. See p. 37.)

Patterns related to achievement:

- John feels successful when he strives to do something difficult as quickly and as well as possible.
- Mary feels successful when in the face of difficult circumstances she mobilizes her resources and overcomes the obstacles.
- David feels successful when he achieves academically at a high level of excellence.

Patterns related to recognition and exhibition:

- Stephen feels successful when the people whom he respects recognize and admire his achievements.
- Jane feels successful when she receives concrete evidence that others appreciate and admire her, e.g., awards, elected president.
- Phyllis feels successful when she is seen as an attractive woman by men.

Patterns related to autonomy:

- Connie feels successful when she makes decisions regarding her own welfare.
- Bert feels successful when he resists pressure to conform and acts in accordance with his own beliefs.
- Evelyn feels successful when she overcomes her need to please others and acts instead to fulfill her own needs.

Patterns related to affiliation:

- Joan feels successful when others need her and like her—when she is part of a team.
- Claude feels successful when he has a good and mutually satisfying relationship with another person.
- Sheila feels successful when she has a sense of rootedness, when she belongs.

Patterns related to nurturance:

- Corinne feels successful when she is a mother and giving her children good feelings about themselves.
- Joan feels successful when she is helping others, doing for others and being with others.

Patterns related to dominance:

- Phillip feels successful when he is able to convert others to his point of view.
- Adrienne feels successful when she is able to direct and organize the activities of groups.

These sample patterns are not meant to reflect the totality of possible patterns. They are listed as a demonstration of how individualized the patterns can and should be.

When your group has completed a Success Pattern Chart for each of its members, *RETURN TO THE VIDEOTAPE.*

PHASE III

Strength Bombardment

Time: Approximately 15-20 minutes per group member

Materials: Newsprint paper, felt tip pens, self-stick labels

[10 x # of group members squared; 10 (#²)]

Strength bombardment is the culmination of all that has preceded it. The group will verbally address each woman in turn, bombarding her with a list of perceived strengths and assets. As each group member proceeds to address the woman, the items on the list of strengths tend to be repeated. This has a cumulative effect, lending consensual validation to the worth of the person. In that the group has derived many of the strengths from data listed on the chart, the woman experiences the strength bombardment as a valid affirmation of her personality rather than superficial flattery.

A focus on one's strengths rather than weaknesses is a rare occurrence in most people's lives; as a consequence, many have strong emotional reactions to this phase of the program.

- The Success Chart and the Success Pattern Chart are placed on the wall along with a new chart titled "Mary's Strengths".
- The person who is the focus of the strength bombardment sits near the charts.
- The leader introduces the task by asking the group to review the charts and to focus on the strengths, both implicit and explicit that are revealed. In considering the person's strengths and resources, the group should not limit itself to the information gleaned from the chart, but should include qualities it has observed throughout the MAP.
- The leader, group members and the focal person write labels describing the person's strengths.
- The leader begins the process by addressing the person directly (eye contact) and telling of the strengths in the personality as perceived by the speaker.

Sherla's Strengths

has sense of order, priorities, what's important in life	Independent	Independent	attractive	Independent
not ruled by what others think	achiever	HELPFUL		
willing to take chances, willing to make yourself to grow & develop	hard-working	ATTRACTIVE	easy to talk to - friendly outgoing	friendly
optimistic - doesn't take the easy way out	accomplishes	OPTIMISTIC		COOPERATIVE
Integrity principles	likes to belong	FRIENDLY	determined to better life for yourself - your children	a very caring mother
	is recognized	CREATIVE	dependable	DISCOVERING HIDDEN RESOURCES
persistent - wanted to bounce back to function	growing	SELF-MOTIVATION		
inner determination to build a happy life	making	STRONG WILLED	Independent	future-oriented optimistic
Responsible	achieving	ORGANIZED	capable	SOFT-SPOKEN
wish to function autonomously	likable	DEVOTED TO FAMILY	loving	strong willed
		HONEST		growing and learning each day
devoted, loving parent	Likes to be very good	RESPONSIBLE	Growing & learning	
self-sufficient	expects success to be fulfilled	Growing constantly	aware of other people's needs	FUNCTIONS WELL WHEN SOMEONE DEFENDS ON HER
good-natured	planning to show who she is	Independent	courageous	Responsible
		SENSITIVE	Compassionate	CONSIDERATE WIDENING HORIZONS
				friendly

Very sweet
& shy

Sense of
Humor

Tris' Strengths

strong-willed

Caring Parent

individualistic
not bound by
conventional thinking
resists indoctrination

artistic temperament
creative, innovative
free thinker

Accepting of self
& others

Feel things deeply
extremely sensitive

Sympathetic - reaches
to others' needs

genuine, not
sham

Direct, yet not
punitive or critical

spontaneous
free to be herself

Courage of her
expressions

loving, nurturing,
supportive, deeply
involved w/ people

Deeply emotional

Natural

Very strong
& achiever

creative

competitive

Very joyful &
happy person

an individual

strong convictions

original ideas
& very creative

ambitious

very able
also independent

you can laugh
at yourself

family oriented

Intelligent

creative

warm

intelligent

a nice person

you do for yourself
what others can't
do for you - can't
not discouraged

a person with
depth

works well
with others

helpful

artistic

resourceful

High achiever

creative

a good friend

you are your
own person

friendly

love animals
and care about
them deeply

sense of humor

Honest

Tris always find
time in the day
to help someone else

honest

Bustling over

honest person

very intelligent

realistic

sense of
humor

Irresponsible

A person to
be relied on

very devoted mother

humorous

ALWAYS DO THE
BEST I CAN

INNOVATIVE

CREATIVE

TARGETED

MARVELOUS
sense of humor

understanding

IN TOUCH WITH
THE PEOPLE -

EASY TO BE WITH

FRIENDLY

A NON-
CONFORMIST

OPTIMISTIC

terrible sense
of humor

IS ABLE TO
MAKE DECISIONS

very kind

relates to
other people

optimistic

INTELLIGENT

outgoing, loving

independent

creative

outgoing

- Although the written labels may contain only one or two words to describe the strength, the speaker, in addressing the focal person, elaborates on the adjectives, frequently using "I" terms and the person's name. "Mary, I see you as a person who, etc."
- Each group member in turn addresses the focal person. Many repetitions in the list of strengths are to be anticipated.
- The last person to speak is the focal person, who tells the group of her own strengths as she perceives them.
- Everyone then places the labels on the person's Strength Chart.
- All three charts are returned to the person to keep permanently.

After each member of the group has received Strength Bombardment, *RETURN TO THE VIDEOTAPE* for closing comments.

Participants in leadership training usually find that a second, uninterrupted viewing of the videotape is helpful. The focus, in the second viewing, is usually on the leader's role.

Before proceeding to lead a group of students in the MAP, you should do the exercises in the next chapter and generally review the entire manual.

CHAPTER II

LEADERSHIP EXERCISES

The task for the leader throughout the MAP program is to identify, support and reinforce positive aspects of the person's personality. Initially, after learning the techniques of the program, there will be a tendency to focus on the "how-to" of making the charts and defining the patterns. The leader should remain aware that the program is most effective as a helping tool when the techniques of the program (charts, patterns, strength bombardment, etc.) are used in conjunction with an emotional tone and body-language which communicates that the counselee is an admirable, strong and worthwhile person.

EXERCISES

1. In a word or two, describe the major phases of the Motivation Advance Process.

2. The person introducing MAP to a group of students should include the following points:

- people behave in terms of their perceptions of themselves.
- people respond positively to those who feel good about themselves.
- it is not necessary to explore the negative past in order to mobilize your energies for the future.
- each of you has personal characteristics, strengths and abilities that are uniquely yours.
- MAP will help you look at the positive aspects of your personality.

After studying these points, write your introduction on the following worksheet. Do *not* refer back to this page while writing.

WORKSHEET

Introduction of MAP

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The following is a typical introduction to MAP. We advise you not to attempt to memorize it, but rather to use it as a sample to compare with the one you have just written.

"I think the most important thing that we believe is that people behave in terms of their perceptions, especially their perception of themselves. If you feel good about yourself, if you feel adequate, if you feel like you have confidence, you respond to the world in a positive way with confidence, and the world responds to you differently than if you feel that you can't do. And one of the things that we feel is that everyone has strengths and abilities and resources, some of which they know and they're aware of, but some of which they've never even thought about in terms of resources. And so what we're going to do during this program is to help you to look at all of the positive aspects of yourself. It's a really good experience".

3. Instructions for Sharing Positive Forces. Please write instructions you would use for this phase.

Typical instructions:

"I think we should start by getting to know one another a little better. The way I'd like to do that is for each of you to talk about the positive forces that shaped your life and made you into the kind of person you are. I'd like to start. If I think about positive forces that shaped my life I think in terms of people, and I think in terms of circumstance. The first person that comes to mind—etc...."

4. Instructions for the second component of the sharing phase. Please use the space below to write your instruction for this phase.

Typical instructions:

"I want you to think, if you had one wish, what that would be. If you could receive a telegram, what would you like that to say. And I'd like you to tell about a joyous experience, an experience you had that just filled you with a lot of pleasure. And I'd like to start..."

5. Instructions to a participant who is focusing on the unsuccessful experience in her life. Please indicate how you might respond to a participant who is discussing at length an unhappy childhood: "My mother was very sick and I had the responsibility, at 8 years of age, to take care of everything. I never went out to play, like other children. I never got the love and care other children got, etc."

Typical instructions:

"Here we are trying to focus on the positive forces in our lives. I know that the circumstances you are describing must have made you very unhappy at that time. However, in retrospect, has it left you with any strength, any insight that you might not have had otherwise?"

6. Instructions for the Success Chart:

In describing the Success Chart the leader should cover the following areas:

- Age
- Success experience
 - a. definition of success
 - b. the number of successes in each "chapter"
- The reasons for the success experience
- The most and least successful experience
- A sample chart

Write the directions you would give to a group of students on the following worksheet.
Draw a sample chart. Do not refer back to this page while writing.

WORKSHEET

Directions for making a Success Chart

Draw a sample chart.

Handwritten scribble

The following is an example of typical instructions used to direct a group in making a Success Chart.

The second phase, the Success Phase, of the program begins with preparing your own success chart. We hope that the thinking you do in preparing the chart will stimulate you to think of your life in terms of the successes you've had. The chart is broken down into your three age groups—with the segments representing an approximately equal number of years—for example: the first 15 years, the second 15 years and the third—or whatever year grouping is appropriate for you. Next, we list three specific success experiences in each age group. Then, and this is the most important, we describe the *reasons* why the experience was successful. And here I really want you to go to the heart of the matter. What was going on in terms of this experience that really makes you remember it with marvelously good feelings? What was the circumstance? What were the issues? So while this success experience that you write down on the left-hand side of the chart might be just a few words, the right-hand side of the chart which has to do with the reasons should be somewhat detailed.

After you have finished listing the nine success experiences, at the bottom, write the most successful experience (this could be, but need not be, something that is already listed). Also, write the least successful experience. This is the only negative event we ask you to talk about, but it will help reveal in a slightly different way, needs that are important to you. Now I'd like you to do your own Success Chart. It takes most people about an hour to complete.

7. Some participants find it difficult to begin or complete their chart. "I can't think of any successes" is not an unusual response. How would you respond to that statement?

Typical instructions:

The participant needs to be reassured that any experience that was pleasurable (no matter how seemingly insignificant) is acceptable. "There had to have been times when you experienced some pleasure—some happiness with being you. Try to recall those moments".

8. Write the instructions you might give to a group for doing the Pattern Analysis.

Typical instructions:

"We're going into the next phase of the program, which has to do with pattern analysis. I want you to read Phyllis' chart. We're going to try to identify underlying themes that are in Phyllis' chart, themes or patterns that seem to run through the variety of reasons that she gives. So for example, it might seem as we look at her chart that achievement was important to her. We will see it in this experience; we will see it in another experience; it might be implicit in the third experience. I would like you to formulate some ideas about what needs have to be satisfied in order for her to experience success. Let's read Phyllis' chart."

9. Write the instructions you might give a group for Strength Bombardment.

Typical instructions for Strength Bombardment:

"In this phase what I'd like you to do is come up and read the Success Chart and the Success Pattern Chart. Focus on the strengths that are both implicit and explicit. I want you to identify the qualities of heart and mind that stand this person in good stead. What strengths, what resources do you see in this person as reflected on the charts and as you've come to know this person through the contacts that we've had here? So right now I want you to come up and identify the strengths and then, either in a phrase or a word or a couple of sentences, write on each label those strengths that you see. And then we're going, each of us in turn, to tell that person what we see as her strengths".

DEFINITION OF NEEDS

Our experience has been that Murray's list of needs provides a good structure for analyzing the patterns revealed in the charts.

Need Achievement

This need is revealed in statements that indicate the writer experiences success when she/he accomplishes something; overcomes obstacles; strives to do something difficult as well as possible; or when the writer indicates ambition. This need has many components: physical achievement (athletic accomplishments); intellectual (an academic accomplishment); rivalry (revealed when the emphasis is on competitions and winning). The need for achievement is revealed in the goal orientation of the writer.

Need Recognition

This need is revealed in statements indicating a desire to gain approval or high social status. This is shown when the writer emphasizes medals, honors, awards, praise of others, high status in organizations, respect from others, etc.

The following need is similar to need recognition:

Need Exhibitionism

The need to attract attention to one's person. Statements that reflect the writer's pleasure with being in the limelight suggests a need for exhibitionism.

Need Inviolacy

The basic need here is to avoid humiliation. The reason why an experience was successful for this person was that she avoided criticism or a depreciation of her self-respect. The person either avoids taking action that might lead to failure and humiliation, or he takes on the hardest, most challenging tasks and overcomes defeat. "No one thought I could do it—but I showed them." "I was so afraid I would fail the course, that I worked extra hard and when I passed I was elated".

The next three needs have to do with affection between people:

Need Affiliation

This refers to the need to love, form friendships, to join groups.

Need Nurture

The need to nourish, aid or protect a helpless person. The need to "mother."

Need Succorance

This is a dependency need. It is the need to seek assistance, to receive protection, to adhere to a nurturant parent. "I felt successful when I had my first boyfriend because I felt someone loved me and he was someone I could depend on."

These needs refer to the need to ask and the need to tell:

Need Cognizance

This need refers to an inquiring attitude. Here the person desires to seek knowledge by reading, questioning, exploring, listening, etc. "I enjoyed going to school because I enjoyed learning about so many new things." This need can be distinguished from need achievement because the writer doesn't indicate that she enjoyed attaining some specific goal.

Need Exposition

Here the person enjoys teaching or informing others. There is a need to give information, explain, interpret, lecture.

The following needs reflect an orientation towards material things. There is a pride in obtaining, maintaining, and making things:

Need Conservance

This is the need to take care of things....to collect, repair and keep things clean.

Need Order

The need to be tidy and orderly. To arrange and organize things.

Need Acquisition

This need refers to the desire to obtain possessions and property. The desire to work for money.

Need Construction

Here the person gets satisfaction from organizing and building things. "I felt successful when I decorated my apartment because I made the curtains and built the bookshelves myself. I really enjoyed making things".

The following needs have to do with human power — resisted or exerted.

Need Autonomy

Here the person feels successful when they have gained a measure of independence. They will talk about doing something on their own; making their own decisions, being their own person, or defying authority. "He wanted to prevent me from learning how to drive — but I did it anyhow. Afterwards I had the freedom to come and go as I wished".

Need Dominance

Here the person feels successful when she can influence or control others. "As President of the organization, I was able to organize and lead activities". "I enjoyed my children because I was a good influence on them. I was able to direct them towards doing the right thing".

The following need can be subsumed under Need for Autonomy. However, so many of the success charts have reflected this need that it has been given a separate category here.

Need Self-Actualization

This need is revealed when the person expresses satisfaction in making, growing, developing, becoming, increasing sense of self-respect.

DEVELOPING YOUR SKILL IN SUCCESS CHART ANALYSIS (ANSWERS ON pp. 44-47)

Success Experience	Reasons	Does it require inquiry? Please check.	If yes is checked, what questions would you ask and why?	If no is checked, a. can you identify the underlying needs that are implicit and explicit? b. what are the strengths that are implied?
1. Teaching myself to tie my shoes	My parents gave me one of those self-teaching giant shoes to practice on. It was so frustrating but I finally learned how to tie a shoe.	Yes No		
2. Learning to ride a bicycle	Everyone in my family had new bikes, including me, but I couldn't ride. I was very happy when I learned to ride.	Yes No		
3. Going to school on the bus by myself	I was so scared to go alone but I did it. I discovered I could take care of myself. It was a real achievement and my parents gave me a lot of approval.	Yes No		
4. Teaching my little sister to read	I felt like I really accomplished something valuable. I made her so happy. I actually bettered someone else. My parents talked about it for weeks.	Yes No		

Success Experience	Reasons	Does it require inquiry? Please check.	If yes is checked, what questions would you ask and why?	If no is checked, a. can you identify the underlying needs that are implicit and explicit? b. what are the strengths that are helpful?
5. Winning my first bridge trophy	I had been playing tournament bridge for 3 or 4 months and really wanted to win a trophy.	Yes No		
6. Helping a crippled girl to walk	It was so rewarding to help someone who really needed my help. I felt I really accomplished something beautiful. My mother thought so, too.	Yes No		
7. Getting into the Bronx H.S. of Science	I always had done very well in school but getting into Science was a dream come true.	Yes No		
8. Hitting my brother over the head with his bottle	I felt good because I resented his getting a lot of attention from my parents. I wanted to be the center of attention.	Yes No		
9. First time I was let out in the street alone	It made me feel grown up.	Yes No		

Success Experience	Reasons	Does it require inquiry? Please check.	If yes is checked, what questions would you ask and why?	If no is checked, a. can you identify the underlying needs that are implicit and explicit? b. what are the strengths that are helpful?
10. Performed in a dancing recital	Made me feel especially important and talented. I loved the idea that everyone was watching me.	Yes No		
11. Made friends with David	My first real friend. Felt great that someone was there who always wanted to be with me and really liked me.	Yes No		
12. Deciding to become a lawyer	Felt secure in choosing a future that I had an interest in. Glad I made a good decision.	Yes No		
13. Getting my driver's license	I always wanted to drive. I practiced often and with great concentration. I got what I wanted.	Yes No		
14. Loss of 45 pounds over 1½ years	I worked hard and struggled through the bad times to get rid of the extra fat. Feeling of accomplishment.	Yes No		

Success Experience	Reasons	Does it require inquiry? Please check.	If yes is checked, what questions would you ask and why?	If no is checked, a. can you identify the underlying needs that are implicit and explicit? b. what are the strengths that are implied?
15. Playing the flute in a professional orchestra	Gave me a tremendous feeling of accomplishment to play the flute well enough to be in this orchestra. The orchestra gave me a feeling of belonging. This orchestra was nationally acclaimed.	Yes No		
16. Wheeling my baby brother around the corner	I was never allowed to take care of my brother because I was too young. Once I got to take him around the block myself and buy him a pretzel. I was ecstatic.	Yes No		
17. Being class monitor	I felt so important when my teacher chose me to take over the class while she went out. I liked being in charge and having other children listen to me.	Yes No		

ANSWER SHEET

Inquiry	Question	Needs	Strengths
1. Yes	Were there any other factors that entered into why learning to tie your shoes was a success for you? (Factors being probed, for example, are a) dependency on parental approval, b) recognition from parents, c) competition with sibling, d) difficulty with coordination, e) autonomy, f) achieving something difficult)		
2. Yes	What was it about learning to ride that made you so happy? (avoid humiliation?, join family?, competition?, achievement?, independence?)		
3. No		n achievement n autonomy	courageous achieving independent
4. No		n achievement n nurturance n recognition	nurturing, caring achieving empathic

Inquiry	Question	Needs	Strengths
5. Yes	Why did winning the bridge trophy mean so much to you? (achievement?, recognition?)		
6. No		n achievement n nurturance n recognition	compassionate, understanding, empathic
7. Yes	What was it about getting into the Bronx H.S. of Science that made it such a success for you? (recognition?, the best educational achievement?, to be with friends?)		
8. No		n succorance n recognition- to be special	honest, genuine, in touch with feelings, involved and related to others
9. No		n autonomy	striving toward adulthood, growth, independence
10. No		n recognition n exhibition	achieving, talented, artistic, creative, performance-oriented

Inquiry	Question	Needs	Strengths
11. No		n affiliation	friendly, related, sensitive
12. Yes	What was it about the decision to become a lawyer that makes it a successful experience? (self-actualization?, independence?, recognition?, achievement?)		
13. Yes	What was so satisfying about learning how to drive? (independence?, achievement?, etc.)		
14. Yes	What else do you think might have entered into your feelings of success about losing weight? (achievement?, recognition?, self-actualization?, new friends?, avoid humiliation).		
15. No		n affiliation n achievement n recognition n creativity	musical, creative, talented, group- oriented

Inquiry	Question	Needs	Strengths
16. No		n autonomy n nurturance n self-actualization	giving to others, independent, loving, warm
17. No		n recognition (superiority) n achievement (rivalry) n dominance	leadership abilities, self-confident, assertive

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